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ABSTRACT

The booklet outlines guidelines for reintegrating students with behavioral problems. Preplacement information on academic and social skills is helpful in relation to reintegration. Determining readiness for reintegration is based on analysis of social/behavioral and instructional considerations. Research is cited on factors for selecting teachers and classrooms for reintegration. Student information, goals and classroom routines are important for preparing the regular class teacher, while the behavior problem students should be prepared for new routines and rules, teacher characteristics, and peers. Efforts should be made to promote generalization and maintenance of behavioral gains to the regular classroom. Finally, procedures for followup should be developed before reintegration occurs. (CL)

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STRATEGIES FOR PLANNING AND FACILITATING THE REINTEGRATION OF STUDENTS WITH BEHAVIORAL DISORDERS

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INTRODUCTION

This document was developed to provide information for teachers and other professionals involved in the reintegration of students with behavior disorders. Impetus for its development came from our professional need to meet a frequently cited goal of programming for students with behavior disorders; the eventual return or reintegration of the student to a regular classroom.

The reintegration process involves obtaining identification information prior to placement in a special class, determining readiness for reintegration, and selection of the teachers and site for reintegration. It also involves preparing the regular class teacher and the BD student for reintegration, providing for generalization to the regular classroom, following-up on progress, as well as delineating responsibilities within the reintegration process.

The following suggestions are those of one professional and are based on the results of two studies (Smith, White, and Peterson, 1979; Peterson, Zabel, Smith and White, 1980), a review of available literature, and direct experience as a teacher of students with behavioral disorders. While these suggestions are directed towards the reintegration of behavior disordered youngsters, they might also be useful in facilitating the reintegration of other handicapped children as well. These ideas are presented as an informational guide meant to be adapted to meet the needs of a variety of programs from which students may be reintegrated.

PRE-PLACEMENT INFORMATION
IN RELATION TO REINTEGRATION

Procedures for reintegration of behaviorally disordered (BD) students should be considered and developed in relation to the total programming process. Therefore, reintegration procedures can be thought of as beginning with referral for placement of a student in a BD class and ending with follow-up evaluations after the student returns to his/her "home" school and classroom. Development of clearly stated guidelines for each step of this process is necessary.

The decision to place a student in a BD class is made during a staffing attended by parents, educators, and other professionals. The decision is based on information gathered by a multi-disciplinary team of professionals. The following types of information should be available from this support staff team:

School psychologist report
Intelligence test data
Academic status information
Behavior rating scales/checklists
Clinical reports (if any)
Vision/hearing/language screening
Family/home information
Health history
Self-concept/personal adjustment information
Sociometric measures
Systematic classroom observation information

Among these, BD teachers have ranked clinical/psychological reports, systematic classroom observation data, and behavior rating scales/checklists as among the most useful pre-placement information (Peterson, et al, 1980). However, according to this study, only clinical/psychological reports were typically available.

In this same study, information from the regular classroom teacher who referred the student for evaluation was consistently rated by ED/BD teachers as being useful pre-placement information and as being useful in designing educational programs. Information from the classroom teacher, though, was found not to be typically available to many ED/BD teachers.

In obtaining information from a regular classroom teacher, both academic and social/behavioral areas should be considered. The information may be solicited in the form of a checklist and/or a listing of questions. An example is provided in Appendix A. Possible subjects to include are:

Academic

A criterion based report of academic status in regular classroom.
A description of student's strenghts.
A description of student's weaknesses.
A listing of successful and unsuccessful teaching strategies.
A listing of curriculum materials used, levels in these materials, and units completed.

Social/Behavioral

A statement of:

The teacher's perceptions of the child's major behavioral problems.

How the student's behavior affects the teacher and student's in daily activities.

A description of specific aspects of the child's behavior such as: interactions with teachers
interactions with peers
self-involved behavior.

A description of:

Ways in which the teacher has tried to deal with the problem behaviors (successful and unsuccessful intervention techniques).

Successful and unsuccessful rewards and motivators.

The extent of parental involvement in working with the child at school.

A listing of resources used by the teacher or other school personnel (e.g. mental health agencies, psychologists, counselors, educational strategists, and consultants).

Information about a student which is provided by support staff and the regular classroom teacher serves as valuable baseline information for the BD teacher. Needs identified at the time of placement may generally be used as long term goals on a student's Individual Educational Program (IEP). Such information may also help the BD teacher identify specific behaviors for the focus of a behavior modification program. Documentation of a student's academic and social/behavioral status in the regular classroom prior to enrollment in the BD class serves as a baseline for evaluating progress while in the BD classroom and is helpful in determining a student's readiness for reintegration.

DETERMINING READINESS FOR REINTEGRATION

The decision to initiate reintegration of a student will ordinarily be made at a meeting attended by the:

BD teacher
School principal
Parents
BD support staff.

Student involvement during all or part of this meeting may be appropriate in the case of a secondary student.

The purpose of this meeting is to determine if an ED/BD student is ready to be reintegrated at least part-time into a regular classroom. This is a student-centered process in which instructional and social/behavioral needs identified at the time of placement in the ED/BD class are compared with the student's current status in the BD classroom. The student's status and needs are then compared with characteristics of the regular classroom environment.

Social/Behavioral Considerations

When asked to indicate factors important in deciding to reintegrate a student, BD teachers frequently listed behavioral progress within the special class setting and outside the special classroom as the most important consideration in readiness (Smith, et al, 1979). There are many other social/behavioral considerations when deciding whether a student is ready to work in a regular classroom. Among them are:

Behavioral needs identified at time of placement have been met (IEP).
Behavioral needs identified after placement have been met (IEP).
Psychological evaluation - compare with placement evaluation.
Behavior rating scale/checklist comparisons with placement scales.
Student self-evaluations.
Sociometric devices.
Current self-concept inventory.
Systematic behavior observation records - compare observations in BD classroom with those prior to placement.
Teacher's anecdotal records regarding behavior.
Student's demonstration of self control (without adult supervision).
Student's positive attitude toward school.
Student's ability to follow classroom rules and work in a variety of classroom settings.
Student's ability to discuss feelings, anticipate consequences, and to handle frustrations.
Student's ability to refrain from disturbing others.
Student's demonstrated ability to make friends and to maintain friendships over a period of time.
Student's demonstration of appropriate behavior in hallways, lunch room, on the playground.
Student's appropriate behavior in special areas classes.
Student's ability to work successfully with more than one teacher.

Instructional Considerations

The student's academic status must be considered and a determination made regarding ways in which the following may affect successful reintegration.

Academic needs identified at the time of placement have been met (IEP).
Academic needs identified after placement have been met (IEP).
Student has progressed academically in accordance with his/her ability.
Student's ability to follow oral and written instructions.
Student's ability to work independently.
Student's ability to remain on task.
Student's ability to handle academic stress.
Student's ability to accept failure.
Student's completion of assignments on time, including homework.
Student asks for help before giving up on academic work.
Student accepts help.
Student accepts correction of mistakes on assignments.
Student participates in group activities, both structured and unstructured.

In the case of social or instructional considerations, no one student will consistently meet all these criteria. A decision has to be made regarding which are the most important for success.

These particular student related factors will influence the selection of areas within a regular classroom in which to initiate reintegration. A student should first be reintegrated into a subject area in which his/her strengths definitely outweigh deficiences. For example, a student who has improved and maintained good social skills, yet has many academic deficiencies, is likely to do best in a non-academic area.

At the other extreme is the student who is at or above grade level academically but who still has relatively poor social skills. The decision may be made to reintegrate the student into a regular class if it is a classroom which is highly structured and allows limited interactions between students. The advantage is likely academic stimulation due to the presence of other very capable students as well as the opportunity for peers to demonstrate appropriate behavior.

Those students who are functionally far below grade level are often the most difficult to reintegrate full-time despite improved social/behavioral skills. Stress due to academic expectations in a regular classroom may be very difficult for this type of student to handle and could easily lead to a return to disruptive behavior. It is also difficult to find a regular class teacher who will agree to take a low-functioning child with past behavior problems. There is no easy answer to this problem. The best we can hope for is a teacher and other school personnel who are willing to make modifications to accommodate the student's deficiencies and well trained special education personnel who can assist other educators in making the adjustments.

Recommendations

Those involved in the decision to reintegrate a student need to have thoroughly discussed the instructional and social advantages and disadvantages of part-time regular class placement, and need to have examined the aspects of the regular class environment in relation to the student's characteristics and needs.

This should be done before formulating a recommendation. A written recommendation should then be developed for the classroom teacher, detailing reasons for choosing the subject area and suggestions for the teacher. For example:

> "Mike is a third grader who is currently working alone in the third grade math book. He could benefit from group instruction and practice, especially for multiplication and division. He is cooperative with the teacher and students and tries hard but still has some difficulty understanding and following directions in a group setting. It is recommended that Mike be seated in close proximity to the teacher, that the teacher check with him privately to ask him to repeat the directions after giving them to the group, and that the teacher check one more time during the period to see that he is still following directions correctly."

More information than this will be provided when the BD teacher talks to the regular class teacher. A written recommendation is simply to set goals for reintegration, to define target behaviors, and to insure that suggestions are provided for the regular class teacher.

Structured Reintegration Program

One method of incorporating the goal of reintegration into the daily programming of a BD classroom is a structured reintegration program as described in Appendix E. Under this structure, the primary goal which is communicated to the student is reintegration into a regular classroom. The student works to earn points toward that goal and progresses through a number of "phases" prior to and during reintegration.

Under this type of structure, readiness for reintegration is assessed on a day-to-day basis. Progress toward the goal is readily apparent to the student, parents, and teacher.

When to Reintegrate

An unexpected finding in a study of integration procedures (Grosenick, 1971) was that Wednesday was the day chosen by students and parents for starting in a regular class. By starting on Wednesday, a weekend of anxiety was avoided. The student also had the advantage of having several days to become familiar with the new classroom or school, so that after a relaxing weekend he could have a "fresh start" on Monday. The same preference held true for the period following a vacation.

If a student has been successfully reintegrated on a part-time or partial day basis into regular classrooms in the school in which the BD classroom is located, full-time reintegration is usually the next consideration. Experience of BD teachers seems to indicate that it is best to proceed with full-time reintegration in that school before considering full-time return to the student's "home school." Often, it is best to allow the student to finish the school year as a full-time student in a regular classroom in that school and to then return to his home school in the fall. The decision whether the student goes to his "home school" immediately in the fall or returns to the BD class for a short period will depend on the individual student. Some students may need a few weeks to readjust to school routines in the relatively familiar and secure environment of the BD classroom before starting in a different classroom and/or school. For other students, it may be best to start in the regular class immediately in the fall so that the student has the feeling that "this is my class."

Regular follow-up information, as discussed in a later section, will be of prime consideration in any changes in a student's reintegration schedule.

SELECTION OF THE TEACHER AND THE CLASSROOM

One of the most vital steps for assuring the success of reintegration is careful selection of a regular class teacher and classroom. The limited research which is available suggests that this is usually a subjective decision. Grosenick (1971) reported that the three prime considerations in selection of the classroom were:

1. The cooperativeness and willingness of the regular class teacher to accept a special class student.

2. The personality of the regular class teacher as compared to the needs of the student.

3. Special academic needs of the student and the flexibility available in regular class programming.

Sattler and Notari (1973) reported that regular class teachers were selected on the basis of attitude, rapport, and teaching style. Others (Kounin, Friesan and Norton, 1966) stress behavioral management competencies in those regular education teachers who are successful with BD students. They emphasize the teacher's ability to communicate awareness, program activities and to initiate and handle movement in the classroom. Competencies of regular class teachers which Kaplan (1976) found to be vital in successful reintegration were the areas of behavior modification, precision teaching, and diagnostic and prescriptive instructional techniques.

Special class teachers responding to a reintegration practices survey (Peterson, et al, 1980) tended to rate teacher characteristics as somewhat more important than teacher skills when considering placing a student with a regular class teacher. Rankings are in the order of most important (1) to least Important (13).

TABLE I

Teacher Factors in Selecting Site for
Student Integration

Teacher Factors	Mean Rating	Rank
Attitude toward behavioral problems	6.557	1
Behavioral expectations	6.369	2
Willingness to modify curriculum	6.335	3
Attitude toward integration	6.333	4
Rapport with this student	6.172	5
Rapport with other students	5.948	6
Previous success with integration	5.926	7
Academic expectations	5.844	8
Personality	5.831	9
Knowledge of E.D. students	5.727	10
Proficiency in behavior management	5.587	11
Relationship with you	4.987	12
Training to integrate	4.905	13

Number of respondents ranged from 398 to 406 on items.

From the same study, classroom related factors are listed in their order of importance.

TABLE II

Classroom Factors in Selecting Site
for Student Integration

Classroom Factors	Mean Rating*	Rank
Degree of classroom structure	6.322	1
Level of curriculum/materials	5.955	2
Range of student behaviors in class	5.911	3
Number of students in class	5.688	4
Behavior management systems	5.578	5
Number of other integrated students	5.510	6
Range of academic functioning levels	5.481	7
Availability of aides/volunteers	4.424	8
Location and convenience	3.758	9

*Number of respondents ranged from 396 to 405 on items.

Table III contains items chosen as the "most important" teacher or classroom factors in choosing a site for reintegration.

TABLE III

"Most Important" Factors in Choosing a Site for Reintegration

Factor	Frequency*	Percentage	Rank
Teacher's attitude toward behavior problems	172	39.7	1
Teacher's willingness/skills to modify curriculum	157	36.3	2
Teacher's attitude toward integration	151	34.9	3
Teacher's behavioral expectations	133	30.7	4
Teacher's rapport with this particular student	93	21.5	5
Degree of classroom structure	81	18.7	6
Teacher's academic expectations	52	12.0	7
Teacher's proficiency in use of behavioral management techniques	52	12.0	7
Level of curriculum and materials	52	12.0	7
Teacher's previous success with integrated students	47	10.9	8
Number of students in class	46	10.6	9
Teacher's knowledge of ED students	43	9.9	10
Teacher's personality	40	9.2	11
Teacher's rapport with other students	31	7.2	12
Range of student behaviors in class	25	5.8	13
Behavior management systems	21	4.8	14
Range of student academic functioning level	21	4.8	14
Teacher's training to integrate students	20	4.6	15
Teacher's relationship with you	14	3.2	16
Number of other integrated students in class	11	2.5	17
Availability of aides/volunteers	1	0.2	18
Location and convenience of the classroom	1	0.2	18
Other	27	6.3	-
Totals	1291	298.2	

*Each of 433 respondents could indicate a maximum of three factors as "most important".

One approach to selection of a teacher and/or classroom is systematic examination of the components of a regular classroom so that the needs of the child can be matched to a suitable classroom environment. One such instrument is the "Assessment of Classroom Learning Environment Scale" (ACLE) (Reynolds and Birch, 1977). This is an instrument by which the BD and regular class teacher can examine twelve aspects of a regular classroom to develop a classroom profile. This profile can then be used to verify whether certain environmental factors crucial for success are present in that classroom. Another example in the "Learning Environment Inventory" which is used by a teacher as a self-examination of fifteen classroom environment factors (Miller, 1979). This inventory was developed by H. J. Walberg.

Regardless of the methods or criteria used for selection of the regular class teacher or classroom, it is important for the ED/BD teacher to consult with the building principal regarding this decision. The principal is in the best position to help select the teacher because of his/her knowledge of the strengths, weaknesses, and personality of faculty members (Stone, 1971).

PREPARING THE REGULAR CLASS TEACHER FOR THE BD STUDENT

After selecting the regular classroom teacher, it is important to hold a meeting or a series of meetings with that teacher in order to explain why that teacher and classroom was selected, convey information about the student, discuss goals for reintegration, describe routines to which the child was accustomed in the special class, discuss recommendations and suggestions for working with the student, discuss how follow-up feedback or evaluation will be done, and to answer questions and respond to concerns about the student. This may be a very time consuming task but is essential if an accurate picture of the student is going to be conveyed and responsibilitites clearly delineated.

A BD teacher cannot realistically cover all of the following topics in great detail during these meetings. A variety of ideas are included so that the most pertinent items can be selected.

Why me?

Explain what this teacher can offer in relation to the student's needs (focus on personality or teaching skills).

Explain how elements of classroom structure are compatible with student needs.

Student Information

Describe positive attributes of the student to tell why you feel he can be integrated into the regular class.

Describe the student's progress in relation to needs identified at the time of placement and those identified following placement.

Describe successful approaches used in managing behavior problems with this student's (emphasize application of these techniques to the regular classroom).

Describe techniques that have been useful in teaching the student to approach a task, to establish work habits, or to manage his own behavior.

Discuss any limits or controls that are still needed by the student to aid in managing his own behavior.

Discuss failures you've had in working with the students.

Discuss placements in basal materials.

If the student takes medication, talk about the effects of it, determine who will see that it is administered on schedule.

Relate any unusual mannerisms in which the student may engage.

Discuss the student's feelings about reintegration and the possible feeling of rejection by the BD teacher.

Discuss behavior that may signal the student is having difficulty.

Discuss the level of parental support and involvement in reintegration efforts.

Reintegration Goals

Review goals developed by those who decided to reintegrate the student (provide a copy).

Discuss long term goals for the student in terms of eventual return to his/her home school.

BD Classroom Routines

Clarify any terminology relevant to special education with which the teacher may not be familiar.

Describe common elements of the regular classroom which have been incorporated into the BD classroom.

Describe behavioral and academic expectations within the BD classroom in relation to this student in particular.

Discuss materials used in the BD classroom, including those common to the regular classroom, as well as special materials.

Recommendations and Suggestions

Decide on academic and behavioral expectations for the student while in the regular classroom.

Discuss interim adjustments in requirements which may be necessary before expecting full compliance with all regular classroom expectations.

Discuss ways of incorporating special materials (if any) into the curriculum.

Decide how responsibility for the student's assignments and responsibility for supervision of behavior will be coordinated.

Decide how much work will be assigned, how much work to expect to be completed, and what to do if work is not done.

Discuss positive incentives which have been used and those which can fairly inconspicuously be incorporated into the regular classroom, if necessary.

Follow-up Methods and Time-lines

Establish a daily feedback method for the student.

Review checklists or questionnaires the teacher may be periodically asked to complete.

Review time-line for reintegration evaluations.

Review criteria to be met before increasing time student spends in the regular classroom.

Questions and Concerns

Discuss how the student will be prepared for the transition.

Discuss what to say to the regular class students about the BD student.

Ask the regular class teacher what problems he/she may foresee.

Select the starting date for reintegration.

Establish times for communication between the regular and special class teacher.

Invite the regular classroom teacher to observe the student in the BD classroom if schedules allow.

Ask to observe in the regular classroom, if schedules allow.

Offer to provide materials, suggestions and support on an on-going basis.

Stress that if things are not going well, the BD teacher needs to be informed so that plans may be re-evaluated.

In addition, Vandervelde and Elmer (1980) have suggested the following end results of meetings planning for the reintegration of pupils. The participants should feel they have:

Given an accurate picture of the student and his/her needs.

Written realistic goals and objectives for re-integration.

Established a time-line for evaluation of re-integration.

Established a feedback system for the student.

Established a communication system daily/weekly between the special class teacher and regular class teacher.

Established what circumstances or reactions signal that the student is having difficulty.

Develop a transition plan for the student to meet the regular teacher and become aware of the objectives for re-integration.

Delineated responsibilities of professionals, student, parents involved in re-integration process.

Asked questions about any area of concern or hesitation.

PREPARING THE BD STUDENT FOR REINTEGRATION

The BD teacher should develop specific strategies for helping the student generalize the similarities and differences between the BD program he is leaving and his new regular classroom. Preparing the student for the rules and routines he will encounter, schedules, materials, teacher characteristics, and peer characteristics will help the student more easily recognize appropriate behaviors in both classroom settings and with both teachers. Activities to use in preparing the student, some of which are from a book by Gallagher (1979), include:

Begin to emphasize in casual ways the eventual return to the regular classroom, e. g, "That's how you'll do your math paper in your third grade class."

Discuss the schedule and activities in which the student will be involved.

Give the student an opportunity to discuss his feelings about working with the regular class.

Help the student plan how he will do things in the regular classroom. Examples include:

What will you do if someone is trying to fight with you?

What will you do if you don't have the materials you need?

What if you don't understand the directions for an assignment after the teacher has explained it to the class?

What will you do if you feel yourself getting upset in your freshman science class?

What will you do if the noise level in the sixth grade classroom bothers you and you can't concentrate on your work?

What will you do if the teacher corrects you for breaking a classroom rule?

Introduce the student to his new teacher.

Send the student on errands to the regular classroom.

Have the student visit the regular classroom before school to become familiar with the surroundings.

Arrange for the student to be invited to his new class for a "fun" activity such as a film.

Ask the teacher to visit the student during an activity time in the BD classroom, if schedules allow.

Acquaint the student with routines in his new class such as rules, grading system, material, and schedules (involve the regular class teacher in this if possible).

If the student is returning to his home school, explain transportation arrangements, where he will eat lunch, when he will arrive and leave, and where to meet the bus.

Explain how the student will be rewarded for appropriate behavior in the regular classroom and how he will know he is doing well.

Enlist the support of the parents, when appropriate, in preparing the student for a change in classrooms.

Explain how you and his parents will be informed of his academic and social/behavioral progress in the regular classroom. For example: "I will be talking with your teacher every week to see how well you're doing." OR "You'll bring a pass back from your sixth grade teacher every day at the end of math which tells me how well you behaved and did your work."

GENERALIZATION AND MAINTAINCE OF BEHAVIOR FROM THE BD CLASSROOM TO THE REGULAR CLASSROOM

When a child is reintegrated, regular classroom teachers usually expect the child to be "cured" and all behavior problems ameliorated (Walker, 1978). The teachers will often be disappointed to find that this has not occured unless efforts have been made to promote generalization and maintainance of behavioral gains to the regular classroom.

Generalization is the occurance of relevant behavior under different, non-training conditions (i.e., across subjects, settings, people, behaviors, and/or time (Stokes and Baer, 1977). Maintainance is defined as the occurance of the behavior over a period of time or trails (Koegel and Rencover, 1977). The term generalization is most often used in relation to setting and maintainance is most often used in reference to time. A distinction is made between the two because factors which influence generalization may be quite different from those which influence maintainance.

Early researchers in the area of classroom intervention effects assumed that generalization was something which happened without special intervention (Stokes and Baer, 1977; Walker, 1978). Research in this area is limited; however, recent research tends to indicate that generalization and maintainance of behavior does not naturally occur when treatment procedures are abruptly withdrawn (Walker and Buckley, 1972). Recent research also shows that interventions are specific to settings and are not necessarily maintained over time (Walker, 1978). Walker's study was a limited attempt (two subjects) to determine if child behavior modification techniques applied in the home would result in changed behavior at school and if behavior modification techniques applied in school would automatically result in changed behavior at school. Four classes of student behavior were recorded: oppositional behavior, cooperative behavior, disruptive behavior and study behavior. Behavior management techniques were taught to the parents of each student. Teachers were also given similar training. In the case of both subjects, improved behavior in the home was not followed by improved behavior in the school until teachers implemented modification of contingencies at school. Data from this limited study supports the view that there is no setting generality between home and school. Research tells us that child behavior tends to be a function of the stimulus and contingencies which exist in whatever setting the child is in (Walker, 1978).

Recent research also points out that behavior will not maintain over time if support procedures used to produce those effects are withdrawn. Behavior modification programs are generally regarded as very effective in producing behavior change (Lira and White, 1978; Reisinger, 1978; Lobitz and Burns, 1977). But behavior will not generalize from classrooms using behavior modification techniques unless systematic fading procedures are used, attempts are made to transfer behavioral control to readily available reinforcers, or efforts are made to reprogram the environment in which maintainance and/or generalization is expected (Walker, 1978; Walker and Buckley, 1972).

To develop a successful "treatment" program then, we need to first of all provide for acquisition of initial behavioral change, provide for generalization of that change to settings outside the BD classroom and provide for maintaince of change over time in settings outside the BD classroom (Koegel and Rencover, 1977).

Suggestions for Generalization/Maintainance of Behavior

Much time, money, effort, and concern are put into acquisition of the initial behavior change in the BD classroom. Since return to the regular classroom is the generally accepted goal of programming for BD students, we need to do everything possible to insure that behavior gains are of long duration and that they generalize to other settings.

Recent research contains some general principles and suggestions which BD personnel can follow when developing the structure and routines for the BD classroom, when writing the IEP for the student while he is in the BD classroom, and when formulating recommendations for regular classroom teachers during the reintegration process. Implicit in these recommendations is that fact that we must plan for generalization/maintaince of behavior rather then assuming that it will occur naturally.

Grosenick (1971) recommends providing experiences in the BD classroom which are similar to those in the regular classroom. Such experiences may include practice for fire drills and storm warning drills, independent use of free time, and appropriate behavior in the library, cafeteria, etc. Other practices which may serve to provide a setting similar to a regular classroom include:

1. Location of the BD classroom among regular classrooms rather than in isolation.

2. Use of typical arrangements of desks and tables rather than individual study carrels in which each student is isolated.

3. Use of the same instructional materials as the regular classroom, to the extent possible.

4. Establishment of a curriculum in the BD classroom which follows regular classroom requirements.

5. Use of the same grading system as the regular classroom with modifications only as necessary.

6. Participation in all-school programs and assemblies.

7. Shared recess and lunch times with regular classrooms.

8. Inclusion of activities in the curriculum to develop self-control and ability to handle self without intervention from a teacher.

9. Encouragement of independent study habits.

10. Use of group instruction whenever possible as opposed to a totally individualized program.

11. Becoming familiar with typical routines and behavioral expectations in a regular classroom and incorporating these whenever possible in a BD classroom.

Recommendations for other types of generalization strategies are found in recent research.

Walker (1978) stresses teaching a BD child to initiate and respond positively to another child. This type of positive interactive behavior is highly reciprocal, possibly because this type of behavior is naturally reinforced in the child's environment. Walker also reports that greater generalization/maintaince occurs with improved social behavior than with academic behavior, again possibly because of the reciprocal positive reactions by peers.

Lobitz and Burns (1977) conducted a study to determine how a step-wise behavior modification program could be implemented in an elementary classroom. Methods progressed from those which were less intrusive to those which were more intrusive. The research involved one fourth grade male (B) who was labeled as the most disruptive student in the class. The least intrusive procedure was teacher attention, "I am going to pay special attention to how well you're concentrating." Using this procedure, the student's off-task behavior decreased from a baseline of 55% to 66% to a mean of 37%. The next level involved private feedback, in which the teacher informed the student of her rating of his on-task behavior and wrote it on a card on his desk. Off-task behavior remained at 58%, about the same as during baseline. Public feedback involved the teacher announcing to the class that she would be doing something to help B concentrate better. She then announced her ratings to the whole class rather than just to B. Off-task behavior dropped to 15% and was maintained at this rate for the six days the procedure was used. Although this was a very limited study it does demonstrate that rather inobtrusive behavior modification techniques can be used by regular class teacher without the use of tokens or back-up reinforcers.

Four generalization techniques suggested by Lira and White (1978) are:

1. To gradually replace immediate artificial reinforcers with those reinforcers which will support appropriate behavior in the discharge (reintegration) setting. These may include social reinforcers and extra privileges which are available in the natural environment. For adolescents, they recommend moving toward "real world" reinforcers such as pay checks, positive feedback from employers and coworkers. The goal is delayed reinforcement and transition to a leaner, less systematic reinforcement system.

2. To emphasize behaviors which will be supported after discharge (reintegration). Only those behaviors which will be reinforced after training should be taught. Those behaviors include such things as leadership skills, development of a sense of responsibility, development of a sense of pride in self and in ones work, development of self-control, and interpersonal communication skills.

3. To introduce parents and relatives as "treatment agents." The advantages of this approach are: there is a saving of professional time, trained parents are attuned to desirable behavioral changes, and training parents increases their ability to handle and possibly prevent behavior difficulties in the future.

4. To encourage the child's active participation in discharge (reintegration) planning. This arrangement enhances the child's independence and ability to make decisions.

Three techniques for fostering generalization/maintainence were the focus of a study of generalization across settings and time (Walker and Buckley, 1972).

1. Peer reprogramming was designed so that the subject's peer group supported his attempts at appropriate social and academic behavior and ignored incompatible behaviors. The subject was to earn a predetermined number of points which were then exchanged for a group activity.

2. Equating stimulus conditions was a strategy designed to facilitate maintainance by establishing common stimulus elements between the regular and special class setting. Primary maintainance strategies were systematic social reinforcement, token reinforcement, and use of academic materials the student had used in the special classroom.

In both instances, written instructions were designed for the regular classroom teacher to use in implementing the maintainence strategy.

3. Teacher training was the third strategy utilized. The teacher was provided with training in behavior modification techniques. With this strategy, it is necessary to monitor and maintain the teacher's behavior as well as the student's.

The peer reprogramming technique resulted in the most stable daily appropriate behavior rate (77%). The stability of behavior in the equating stimulus conditions (74%) and teacher (69%) training groups was approximately equal. Peer reprogramming required the least amount of staff time and gave the most effective results. Equating stimulus conditions required a great deal more time and materials.

The researchers noted variable rates of appropriate behavior for all groups for the first four days. They concluded that some sort of adaptation effect ssociated with reintegration may be expected.

Koegel and Reincover (1977) experimented with assessment of scheduling effects and assessment of the effect of noncontingent reinforcement in the extra-therapy environment. When examining scheduling effects, they thinned the reinforcement schedule from CRF (every correct response reinforced) to RF2, and to FR5. They found that the thinner the reinforcement schedule during treatment, the more extra therapy responding from the three autistic subjects. When assessing the non-contingent reinforcement, non-contingent reinforcers were periodically presented. Initially, extra therapy responding occured after presentation of a non-contingent reinforcer but eventually no responding could be produced. A thinner reinforcement schedule produced the more durable result.

Lovaas, Koegel, Simmons, and Long (1973) in a study of treatment effects on autistic children found stimulus generalization to be an important factor. Children who returned home after treatment to parents who had learned management techniques did not regress as did those children who went to a new environment. They emphasize providing a smooth transition between treatment and non-treatment environments.

Conclusion

Research would seem to indicate that the following principles be incorporated in programming for generalization and maintaince of behavioral gains in the reintegration setting.

1. While the student is in the BD classroom, emphasize behavior change which will be supported in the regular classroom.

2. Program for provision of stimuli in the BD classroom which are similar to those in the regular classroom.

3. Utilize systematic fading to implement a lean reinforcement schedule before reintegrating a student.

4. Make a transition to readily available reinforcers (e.g., social) which are not dependent on back-up or token reinforcers.

5. Train parents, teachers, and possibly the student's peer group in behavior modification techniques. This requires motivation to expend considerable time and effort.

FOLLOW-UP OF REINTEGRATED STUDENTS

Reintegration is usually viewed as a gradual process, with continuation of it based on successful performance by the student while in the regular classroom and maintaince of appropriate behavior in the special classroom. Evaluation of reintegrated students serves a number of purposes in addition to helping determine if reintegration should continue.

Evaluation of reintegrated students:

1. Demonstrates the continued involvement of the special class personnel.

2. Provides a vehicle for the regular class teacher to report problems or successes.

3. Makes the student aware that regular and special class teachers are concerned about what happens in the regular classroom.

4. Can be used to graphically show the student that he/she is succeeding by using daily or weekly reports.

5. Can be used as an objective means to determine when to increase or decrease time in the regular classroom or when to staff the student out of the special program.

6. Documentation of successful integration in the school where the behavior disorders class is located can help encourage the child's home school to be more receptive to his/her return there on a full-time basis in a regular classroom. Documentation may include records, charts, and follow-up reports which illustrate progress in the BD classroom and in the regular classroom. A direct verbal report (if possible) from the regular classroom teacher who has worked with the student will greatly influence the regular classroom teacher and principal in the student's home school.

It is important, therefore, to develop procedures for follow-up when formulating a reintegration plan. Components of the follow-up procedures to consider are:

Who will be assigned the responsibility to see to it that follow-up evaluations occur as scheduled?

What will be the format for evaluation of a student's performance when reintegrated part-time and full-time?

What will be the frequency of evaluation reports during part-time reintegration and during full-time reintegration?

Who will evaluate and report on the student's performance?

To whom will the evaluation be reported?

How will "successful reintegration" be defined?

Who is Responsible?

In answer to the first question it can be assumed from the results of one reintegration study (Peterson, et al, 1980) that in the public schools, BD teachers will have responsibility for follow-up. Of those teachers responding 52.3% indicated that they are responsible for coordinating reintegration efforts, which would include follow-up. In other cases, staff members, other than teacher, may coordinate follow-up (Weinstein, 1969; Huberty, Quirk, and Swan, 1973).

Responsibility for follow-up evaluations may vary, depending on whether the reintegration is part-time or full-time. If the student is working part-time in a regular class in a school where the special class teacher works, follow-up would most conveniently and efficiently be handled by that teacher. If the student is reintegrated full-time in his/her home school, it may be more expedient for a support staff person such as a consultant, who has a more flexible schedule, to handle the follow-up reporting.

Format and Frequency

Follow-up reports may be designed to be of primary benefit to the student, to the special class teacher or to both. Examples of several types of reporting systems are included in Appendix D.

Most follow-up reports typically include the date, subject area, the target or desired behaviors, and a place for the teacher's rating and the teacher's initials or signature.

The advantages of a daily or weekly report from the regular classroom teacher are:

Not only does the student see how the regular classroom teacher is evaluating him, he also develops a heightened sense of responsibility from being in charge of returning the report.

The special class teacher is provided with an opportunity to reinforce progress or discuss problems.

The regular class teacher is provided with a system for communicating satisfaction with or concern about the student's progress.

A daily or weekly report is likely used more often when a student is reintegrated on a part-time basis.

When a student is in his/her home school full-time, follow-up reports are likely to be done less frequently and they are likely going to provide more information for the special class teacher than for the student. The report frequently is in the form of a checklist and/or open ended questions. Several examples of this type are shown in Appendix B. These reports will usually be solicited on a monthly or semi-monthly basis. Whatever the frequency, the schedule should be established prior to reintegration and then followed!

Written reports can be supplemented with phone calls, formal behavior observation, or conferences with the regular class teacher. The student and parents should be regularly asked how thing seem to be working in the regular classroom.

Who Will Evaluate?

In most cases, reports will be done solely by the regular class teacher who is working with the student. In some cases, the special class teacher or preferably an outside observer may observe or take behavior counts.

To Whom Will Evaluations be Reported?

The person responsible for sending the report also receives the completed report from the regular class teacher. The contents should be shared with the support staff and building principal. The parents in most instances should be shown the reports or be told of the general evaluation. The decision may be to include the student in this process also. In any instance, the regular class teacher should be told who will see the reports.

Defining "Successful Reintegration:

In the case of either part-time or full-time reintegration, "successful reintegration" must be clearly defined prior to the beginning of reintegration. The definition should include a time element and the academic and/or behavior criteria for success. This criteria should reflect the goals for reintegration of that particular student. Some examples are for part-time reintegration:

> "A minimum of four weeks participation in P.E. without a fight or perceived insubordinate talk to the teacher."
>
> "A minimum of five weeks participation in English with all assignments and homework completed on time and voluntary participation in class discussions."

If the student meets this criteria, then reintegration into another subject area can be considered. For full-time reintegration:

> "A minimum of nine weeks participation in all fourth grade subject areas, with work completed with minimal teacher assistance and with observed positive interactions with peers."

If the student meets this criteria, then a staffing may be called to consider terminating placement in the special class.

It may be advantageous to be even more specific when writing the criteria for success.

When the definition is written, it should be made available to and agreed upon as reasonable by the teachers, parents, support staff, and in most cases the student.

In general, it is important to keep checking with the student and his parents to assess the student's attitude toward the regular class. It should also be determined whether recommendations are being followed by the regular classroom teacher. Above all, keep lines of communication open so that teachers, parents, or students feel free to express concerns.

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APPENDICES

APPENDIX A
M. White, 1980

CLASSROOM TEACHER REPORT

Please answer the following questions regarding _____, who is being considered for placement in an emotional disabilities classroom. The information you provide will help us become more fully aware of the student's academic and behavioral status in your classroom. The information will also be used to assist in developing the student's Individual Educational Plan (IEP) and in evaluating progress in the special classroom.

Student's Name _____ School _____ Grade _____

Teacher Completing this Report _____ Date _____

Return this report to:

_____

1. What do you as a teacher feel are the child's major problems?

2. Describe the student's typical behavior in the following situations -

in the classroom:

outside the classroom:

with teachers and other adults:

with other students:

3. What intervention have you used to deal with the child's problems (successful and unsuccessful)?

4. What resource persons have you consulted to help you with this child's problems?

5. Describe the extent of parental involvement in dealing with the child's school problems.

6. What are the child's

   A. Academic strengths:

   B. Academic weaknesses:

7. What type of assistance do you feel is necessary for this child?

8. What changes must occur for the child to be able to work successfully in the regular classroom? (In light of your expectations for students)

   A. Emotionally/behaviorally:

   B. Academically:

APPENDIX A
M. White, 1980

CLASSROOM TEACHER REPORT

The following is the second part of the report you are being asked to complete regarding _____ who is being considered for placement in an emotional disabilities classroom. Keep in mind the child's behavior on a typical day when completing the rating form. Rate the child's behavior according to the scale below.

Please return to:

_____

Teacher's Name _____ Date _____
Grade Level _____ Subject Area _____
School _____ School District _____

Place a check in the appropriate box after each item.

Academic - Group Work

	never	rarely	sometimes	usually	always
1. Listens quietly to directions.					
2. Appears inattentive when directions are given.					
3. Refuses to listen to directions.					
4. Adds unnecessary comments when directions are given.					
5. Follows directions accurately.					
6. Volunteers information pertinent to the subject during a discussion.					
7. Has to be called on to participate in a discussion.					
8. Appears inattentive during a discussion - plays with objects, talks, etc.					
9. Refuses to participate in a discussion.					
10. Participates in group activities.					
11. Has difficulty working in a group.					

	never	rarely	sometimes	usually	always
Academic - Independent Work					
1. Is prepared with proper materials (paper, pencil, eraser).					
2. Can repeat or read directions for independent work.					
3. Follows direction when working independently.					
4. Begins assignment within 2 minutes of being given, no reminders.					
5. Needs reminders to start on a task.					
6. Refuses to work independently.					
7. Works quietly on assignments.					
8. Does things to distract others during independent work time.					
9. Asks for help when needed.					
10. Asks for help an excessive amount of time.					
11. Accepts help.					
12. Daydreams during independent work.					
13. Wanders around room instead of working.					
14. Keeps trying, even when work is difficult.					
15. Finishes assignments on time.					
16. Returns homework assignments on time.					
17. Has difficulty working independently.					
Behavior					
1. Follows classroom rules and routines.					
2. Follows school rules on playground.					
3. Follows school rules in lunchroom.					
4. Follows school rules in hallway/bathroom.					
5. Manages own behavior.					
6. Becomes easily frustrated.					

	never	rarely	sometimes	usually	always
7. Expresses anger inappropriately/unpredictably.					
8. Swears or uses unacceptable words.					
9. Appears anxious or worried.					
10. Has trouble finding things to do with self.					
11. Expresses a strong dislike for school.					
12. Is rewarded by attention (for whatever reason).					
13. Is rewarded simply by getting a task done.					
14. Is rewarded by activity experiences (e.g. games, coloring, puzzles).					
15. Is rewarded by praise from significant persons.					
16. Is rewarded by the satisfaction of learning new facts and skills.					
Interaction With Teacher					
1. Is positive and friendly.					
2. Tries to be manipulative.					
3. Is antagonistic and uncooperative.					
4. Avoids interaction with teacher.					
5. Is rewarded by praise and attention from the teacher.					
Interaction With Peers					
1. Gets along well with others in general.					
2. Avoids interaction with others.					
3. Gets along well with others on the playground.					
4. Respects the rights and property of others.					
5. Fights with others.					
6. Tries to bully others.					
7. Is dependent on praise and attention from others.					

APPENDIX B
M. White, 1980

RESPONSIBILITIES IN FACILITATING REINTEGRATION PLANS

The following listing is intended to serve as a guide in assigning responsibilities to those involved in reintegrating students from an ED classroom. Agreement should be reached among all involved in the process as to who is responsible for seeing to it that each of these tasks is completed. Setting of timelines is also desirable. In order to ensure that all are aware of the responsibilities each has been assigned, a completed copy of a form such as this could be distributed to all.

TASK	ASSIGNED TO	BY WHEN	MONOTORED BY
Placement Information			
Provide pre-placement information to ED teacher.	_____	_____	_____
Request information from regular class teacher.	_____	_____	_____
Provide pre-placement observation data.	_____	_____	_____
Monitoring Progress in ED Class			
Write and update IEP.	_____	_____	_____
Conduct observation in ED class.	_____	_____	_____
Maintain records of academic progress.	_____	_____	_____
Maintain records of social/emotional progress.	_____	_____	_____
Provide information to parents.	_____	_____	_____
Maintain contact with mental health agencies (if appropriate)	_____	_____	_____
Send progress reports to home school.	_____	_____	_____
Determining Readiness for Reintegration			
Provide objective evaluative data, progress reports, placement information.	_____	_____	_____
Invite parents to meeting to discuss reintegration possibility.	_____	_____	_____
Invite principal and/or regular class teacher.	_____	_____	_____
Determine rationale for reintegration--social, behavioral or instructional.	_____	_____	_____
Determine areas in which to reintegrate in relation to reasons for reintegration.	_____	_____	_____
Write goals and recommendations for reintegration.	_____	_____	_____

Select the teacher and classroom.
Select date to begin reintegration.
Notify any persons affected who were not in attendance.
Select person(s) responsible for follow-up.
Select methods for follow-up.

Full time Reintegration in Home School

Contact the principal.
Set a meeting date with home school personnel.
Invite the parents to attend the meeting.
Provide information at the meeting:
1. Successful methods and materials used in part time reintegration and in ED classroom.
2. Type and length of involvement in the regular classroom.
3. Child's academic and behavioral strengths and weaknesses.
4. Evaluative reports.
5. Written recommendations.

Decide to initiate reintegration in home school.
Write objectives for reintegration.
Select the teacher and classroom.
Set the date to begin reintegration.
Arrange for transportation changes.
Send records to the home school.
Set tentative date to staff out after successful trial reintegration.
Discuss follow-up methods and schedule with home school personnel.
Responsibility for follow-up.

Follow-Up

Provide follow-up report for regular class teacher as scheduled.
Schedule informal contacts between written follow-up report times.
Inform the regular class teacher who should be contacted if problems arise.
Set date for staffing student out of the ED program after successful reintegration.
Share follow-up information with parents and principal.

MAINSTREAMING CONTRACT*

Name _____ Date _____

GOAL	G	Period 1	2	3	A	L	4	5	Average
1. To complete assignments daily demonstrating at least 80% accuracy.									
MATH									
LANGUAGE ARTS									
OTHER ACADEMIC, ELECTIVE COURSES									
2. To remain on task until completion									
3. To complete homework daily									
4. To respond appropriately to authority figures.									
5. To respect space and property of others									
6. To demonstrate appropriate reaction to anger and frustration.									
7. To be in the right place									
8. To follow directions without delay									
9. Additional goals:									

3 - Goal met most of the time

2 - Goal met some of the time

1 - Goal met rarely or never

*From: Ledeber, J. & Azzara, C., Mainstreaming for emotionally disturbed students. A paper presented at the International Council for Exceptional Children Convention, 1980.

APPENDIX D
M. White, 1980

FOLLOW-UP REPORT

Please complete the following rating and questions regarding _____ who is enrolled in your class for at least part of the school day. You are being asked to complete this information so that it may be determined how well the student is adjusting to the regular classroom and to determine if additional support services are needed to assist in making this transition. Thank you for your cooperation.

Please return to:

_____

Teacher's Name _____ Date _____
Grade Level _____ Subject Area _____
School _____ School District _____

Place a check in the appropriate box after each item.

	never	rarely	sometimes	usually	always
Academic - Group Work					
1. Listens quietly to directions.					
2. Appears inattentive when directions are given.					
3. Refuses to listen to directions.					
4. Adds unnecessary comments when directions are given.					
5. Follows directions accurately.					
6. Volunteers information pertinent to the subject during a discussion.					
7. Has to be called on to participate in a discussion.					
8. Appears inattentive during a discussion - plays with objects, talks, etc.					
9. Refuses to participate in a discussion.					
10. Participates in group activities.					
11. Has difficulty working in a group.					

	never	rarely	sometimes	usually	always
Academic - Independent Work					
1. Is prepared with proper materials (paper, pencil, eraser).					
2. Can repeat or read directions for independent work.					
3. Follows direction when working independently.					
4. Begins assignment within 2 minutes of being given, no reminders					
5. Needs reminders to start on a task.					
6. Refuses to work independently.					
7. Works quietly on assignments.					
8. Does things to distract others during independent work time.					
9. Asks for help when needed.					
10. Asks for help an excessive amount of time.					
11. Accepts help.					
12. Daydreams during independent work.					
13. Wanders around room instead of working.					
14. Keeps trying, even when work is difficult.					
15. Finishes assignments on time.					
16. Returns homework assignments on time.					
17. Has difficulty working independently.					
Behavior					
1. Follows classroom rules and routines.					
2. Follows school rules on playground.					
3. Follows school rules in lunchroom.					
4. Follows school rules in hallway/bathroom.					
5. Manages own behavior.					
6. Becomes easily frustrated.					

	never	rarely	sometimes	usually	always
7. Expresses anger inappropriately/unpredictably.					
8. Swears or uses unacceptable words.					
9. Appears anxious or worried.					
10. Has trouble finding things to do with self.					
11. Expresses a strong dislike for school.					
12. Is rewarded by attention (for whatever reason).					
13. Is rewarded simply by getting a task done.					
14. Is rewarded by activity experiences (e.g. games, coloring, puzzles).					
15. Is rewarded by praise from significant persons.					
16. Is rewarded by the satisfaction of learning new facts and skills.					
Interaction With Teacher					
1. Is positive and friendly.					
2. Tries to be manipulative.					
3. Is antagonistic and uncooperative.					
4. Avoids interaction with teacher.					
5. Is rewarded by praise and attention from the teacher.					
Interaction With Peers					
1. Gets along well with others in general.					
2. Avoids interaction with others.					
3. Gets along well with others on the playground.					
4. Respects the rights and property of others.					
5. Fights with others.					
6. Tries to bully others.					
7. Is dependent on praise and attention from others.					

APPENDIX D
M. White, 1980

FOLLOW-UP REPORT
PART 2

1. Did you receive recommendations for working with this student?

   Yes _____ verbal No _____

   _____ written

2. What support services, if any, are being provided for this student?

   _____ resource room _____ educational strategist

   _____ guidance counselor _____ counseling from a community agency

   _____ psychologist _____ other

   _____ social worker

3. What adjustments, if any, are you making in classroom procedures or expectations to meet the needs of this student?

4. What strengths (academic or social/behavioral) have you seen in this student?

5. What weaknesses (academic or social/behavioral) have you seen in this student?

6. What progress has the student shown in making and maintaining friendships?

7. What changes, if any, have you noted in the child's adjustment withing your classroom?

8. Do you feel there is a need to meet with the emotional disabilities teacher and/or staff to discuss problems you are having with this student?

_____ Yes

_____ No

AN EXAMPLE OF A FOLLOW-UP INSTRUMENT

This is an example of a follow-up instrument which could easily be coordinated with a behavior modification point system in the special classroom.

The teacher would identify target behaviors for the student to demonstrate or improve while in the regular classroom. The student in some cases may also be involved in determining the behavior to emphasize.

Each time the regular class teacher notes the target behavior a + is recorded. If the student fails to demonstrate that behavior, a + is circled (⊕). If no +'s are on the chart, just record a 0.

WEEKLY LEDGER

* points gained

* points lost

Name _____

Date _____

Behavior	Monday	Tuesday	Wednesday	Thursday	Friday
1. _____					
2. _____					
3. _____					
4. _____					
5. _____					
6. _____					
7. _____					
8. _____					
_____ Grand Total	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

Mark Lamson, ED Teacher, AEA 7

TEACHER CHECKLIST*

Name of Teacher: _____ Class: _____

Name of Student: _____ Period: _____

Academic	Every Day	Sometimes	Rarely
1. Student pays attention during class discussions			
2. Student seems to understand work			
3. Assignments in class are completed			
4. Homework assignments are completed			
Behavior			
1. Student relates positively with peers			
2. Student relates positively to authority figures			
3. Student demonstrates appropriate reaction (to anger and frustration).			

Comments

Remediation Requested

Conference Requested

47

*From: Ledeber, J. & Azzara, C., Mainstreaming for emotionally disturged students. A paper presented at the International Council for Exceptional Children Convention, 1980.

MAINSTREAMING EVAULATION*

Teacher_____ Class_____

Student_____ Date _____

Academic Area	Every Day	Some-times	Rarely
1. Student pays attention during class discussions			
2. Student seems to understand work			
3. Assignments in class are completed			
4. Homework assignments are completed			
5. Student participates in class			
6. Student comes to class with books and materials			
7. Student asks appropriate questions when needs help			
8. Strengths _____			
_____			
9. Weaknesses_____			
_____			
Behavioral Area			
10. Student relates positively to peers			
11. Student relates positively to authority figures			
12. Student follows directions.....			
13. Student demonstrates appropriate reaction to anger and frustration.....			
14. Strengths _____			
_____			
15. Weaknesses_____			
_____			

16. Was the student academically prepared for your class when he entered?

_____

17. If not, what areas caused him the most difficulty?_____

_____

18. What is your assessment of the student's academic progress in your class?

_____

19. Was the student behaviorally prepared for your class when he entered? _____

20. If not, what areas caused him the most difficulty?_____

_____

21. What is your assessment of the student's behavioral progress in your class?

_____

*From: Ledeber, J. & Azzara, C., Mainstraiming for emotionally disturbed students. A paper presented at the International Council for Exceptional Children Convention, 1980.

Evaluation of classroom effort and/or behavior of:

_____ _____
Student Date

Note:

Per	Good	Acceptable	No Credit
1			
2			
3			
4			
5			
6			

FRONT

TRY THIS

List target behavior for a particular student while in regular class at top of card or chart.

Teachers initial or have seperate one for each teacher.

Can use smiley faces for primary students.

Use on daily or weekly basis.

BACK

Programming for the Emotionally Disabled Elementary Student*

Teachers who have taught for years or who are just beginning new, need models to adopt, tear apart, compare to, or to say, "Hey, my programs far superior." Essentially, that is the intent of this paper. Hopefully, we'll give you some idea from which to build or remodel your program.

Our overall concern in programming for the emotionally disabled child is to ready him/her for reintegration into the regular classroom. In "readying" the child, a program should be designed to socialize for peer survival, guide through increasing stages of environmental demands, and erase academic defiencies.

This format does not intend to discuss academic materials, counseling techniques, room design, child identification nor progress evaluation. Basically, it hopes to present a behavior management program that is unique. The proposed program is based on the following assumptions:

1. Removing emotionally disabled children from the mainstream of the regular classroom can be beneficial for a period of time.
2. The continual purpose of the E.D. room is to ready the child for reintegration on a partial basis at the end of one academic year.
3. A child needs constant feedback as to his behavior improvement and its relationship to the eventual goal of integration.
4. A child can be satisfied with behavior feedback without the need of immediate token reinforcement.
5. An emotionally disabled child goes through phases of adjustment in understanding his own behavior needs.

*From a paper by David Sodac, Emotional Disabilities Consultant, AEA 9 at the Third Annual ED/CD Midwest Conference. November 13, 1980

Pre- Planning

Prior to an intake staffing, a behavior checklist should be filled out by the "giving" regular classroom teacher. This completed checklist will attempt to focus in on the specific behavior concerns of the teacher. This completed checklist will in no way assist in identifying an emotionally disabled student, but pinpoint undesirable behaviors to be extinguished. It shoud be analyzed as a checklist of behaviors to remediate prior to attempting reintegration. This undesirable behavior will become the focal point of the Phase Program management system. Attempt to zero in on five of the most significant behavior concerns the "giving" teacher has expressed.

An example: Arranging the use of the Devereaux Elementary School Behavior Rating Scale, the "giving" teacher might have indicated the following as areas of most concern to her:

1) *Prone to blame the teacher, the test, or external circumstances when things don't go well.*
2) *Unable to change from task to task without getting upset.*
3) *Makes irrelevant remarks during discussions and tasks.*
4) *Interferes with the work of his peers in class.*
5) *Slow to complete his work.*

These now become the target behaviors to rechannel, extinguish, remediate or camoflauge. If these areas are improved, the "giving" teacher will be more willing to accept the child back into the room and the integration goal becomes more attainable. The above 5 behavior concerns will be weaved into a point card program in varying stages the child can handle. This point becomes the focus of the Phase Program.

During the child's intake staffing, these five identified behaviors should be rewritten for the desirable outcomes and stated as long term objectives on the individual education plan (94-142).

PHASE I. "The Retreating Stage"

The child is staffed into the program and begins an approximate 2 week period to both climatize him to the demands and routines of the special class and give him an environment in which to recamp his emotional concerns.

He begins with the general point system which specifies expected task behaviors for good study habits all students need. These behaviors are:

1) In seat.
2) Prepared for task.
3) Begins task when instructed.
4) Quiet during task.
5) Completion of task on time.

The class day is broken into essentially 8-task periods approximately 1/2 hour in length. The expected behaviors are attached to the child's desk on an index card as a reminder for both the teacher and child. A point card is daily attached to his desk. The card design is as follows:

Student_____ Date_____

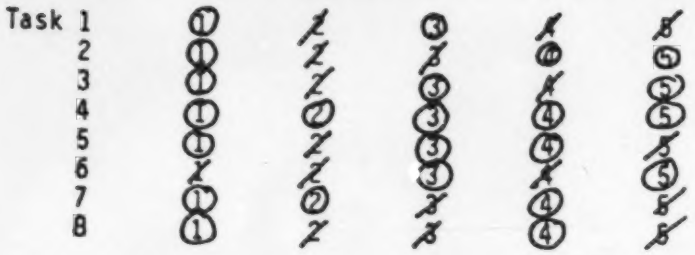
Task 1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5

Total_____

The teacher will circle the appropriate number for the realized behavior when appropriate, but within the set task period, for immediate feedback of behavior.

If the expected behavior was not realized, a slash is placed through the number on the card. At the end of the class day, the total amount of circles are counted and placed on the bottom of the card, then dated.

Student Frank Little Date 4-16-82



Total 23

$$40\overline{)23.0} = .575 = 58\%$$

200

300

200

If the child has earned 75% of his possible points, he is allowed to have free time for the remainder of that day (approximately 1/2 hour). If he failed to meet the 75% criterion, he must remain in his desk and complete any work for that day and not experience free time. The points earned are recorded on a class "Point Chart"

The child must obtain 300 points to reach Phase II. He sets his own pace for this goal. If he daily receives 75% of the total possible points, he could complete the phase in two weeks. If he procrastinates, it could take him longer, but yet he sets the pace and knows exactly where he's at on the chart.

PHASE II. "The Countdown for Integration"

Once the child has obtained 300 points, the Individually Prescribed Point Program is begun. Begin to substitute the general behavior of Phase I with one or two of the pinpointed behaviors indicated from the teacher checklist discussed earlier.

CAUTION*****
It is important to not overload the student with too difficult a program. Do it gradually.

Allow three task behaviors to be easily attainable, and two a challenge. An example based on the earlier discussed behaviors might be:

1) In seat
*2) Keeps quiet during task
3) Begins task when instructed
4) Keeps hands to himself during task
5) Completes task on time

*2) is based on behavior noted by classroom teacher on checklist "Makes irrelevant remarks during discussions and tasks."

3) is based on "Interferes with the work of his peers in class" as noted on checklist.

It is important to announce to the class that "Everett" is ready now for Phase II, he has earned the privilege by earning his 300 points. The student remains on the individualized point program in the same fashion on Phase I. He must earn 75% of total points to receive free time and he fills in his earned points on the Phase II chart. The goal is to recieve 1600 points to progress to Phase III. His maximum earning power is 40 points a day, 200 a week, 1600 in 8 weeks. Again, the child can take as long as he wants.

An important factor is to monitor the points carefully the child is receiving consistently and then to substitute that criteria with another pinpointed behavior concern.

General Comments About Phase I and Phase II:

These two phases are highly structured for the child; he is constantly being reminded of expected behaviors and reinforced for them from task to task. A student can become quite comforable with this structure. This is where most contingency management systems fail to realize the childs dependency on the

program. This is a phase the child is required to climatize himself to structure, but we must now "wean" the student off of the structure to ready him for reintegration. By now, you will have expected the child to be aware of his unaccepted behaviors and to at least be comfortable with exhibiting appropriate acceptable behavior.

PHASE III. "The Launch for Integration"

It is very essential that you announce to the "world" that the student has earned the privilege of Phase III, send home announcements, involve the principal, make a huge fuss in general. Phase III is very difficult for a student to adjust to successfully. For the past 10-12 weeks, his tasks have been pinpointed for him. He know what was to be expected of him. Now we place the student on a more general program called the Star Sheet (an adaptation of the original star sheet devised by the program in Iowa City (see Appendix B)). Again, his day is broken into 8-task periods, but now the teacher/teacher assistant provides feedback in behavior and academic on a scale of 1 to 4. The teacher is much more subjective as to what the students performance was during that task. Johnny, your behavior rated a 3 (your work was a 2. A total score of 5 for Task #1). Require a score of 5 or above for each task, allowing for only one score of 4 or below to enable the child to experience free time at the end of the day. The child needs to know what is expected and acceptable behavior. Again, record the total earned star points on the classroom chart. Once a child becomes adjusted to the star program and has totaled 600 star points, we believe he has earned the privilege of an integration class. The goal he has been working towards since his initial placement in the program.

COMMENTS:

Throughout all three of the discussed phases, the emphasis has been on earning the right to be integrated. All the points earned have been for essentially one goal, as a measure of the students readiness for integration. You, the teacher, may be questioning the child's readiness for integration, but don't underestimate the child's internal goals. If he feels he is not ready, encourage an additional week in the classroom prior to starting integration. His behavior may not demonstrate his readiness, but through past experience, once he is in the regular classroom, he generally is quite appropriate, productive, and excited.

PHASE IV. "Integration"

The class selected for integration should be in an academically competent subject for the child to guarantee a degree of success. So select it carefully with the child. The child will continue to carry the Star Sheet with him to Integration in order to provide continuity, security, and a method of monitoring his difficulties or successes. Train the "receiving" teacher to score the Star Sheet appropriately. The combined score of 5 is the expected outcome we tell the child to work towards. A 5 indicates adequate success. The remainder of the day the child is still on the Star Sheet while in the special classroom. The total star points are no longer recorded - only the points earned during integration. Once a child earns and records 150 star points, a conference is held with the student, "receiving" integration teacher, and the special class teacher to discuss a possible second integration class.

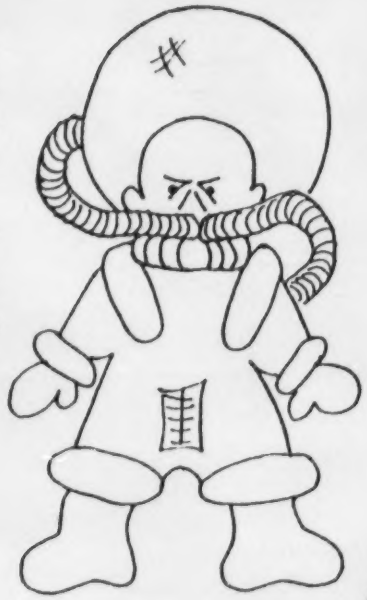
CAUTION:

If a child is having difficulty adjusting to the demands of the integration class

it becomes the perogative of the special class teacher to pull him from integration and require him to stay in the special class situation. Thus, a child must again earn the right to be integrated, by tallying 400 star points. If you feel this is too punitive, interpret his acting out in the integration class as the child's way of telling you he can't handle integration and he needs to "recamp" again.

PHASE V. "Increased Integration"

By now, the child has proven he can handle one integration class and has earned the second class by tallying 150 total integration star points. From now on out, any future integration is totally subjective to the special class teacher. The child does not have to earn a set amount of star points for the third integration; rather, you determine his readiness. You should carefully begin to wean him off the star sheet program from the special E.D. class, leaving the monitoring system in the integration class only. If it should occur that his behavior disintegrates in the special class, without the Star Sheet, consider integrating him more into the regular classroom. He could be "telling" you that the special class is "babyish". We would rather you assume this position than the opposite viewpoint. If your interpretations is wrong, return the Star Sheet Program. From now on out, future integration and the eventual discharging from the special class becomes the total education staffing team's decision.



Phase I

1. It will take you 300 pts. To travel to the next phase.
2. If you earn 30 points a day, you can make it in two weeks.

Phase II

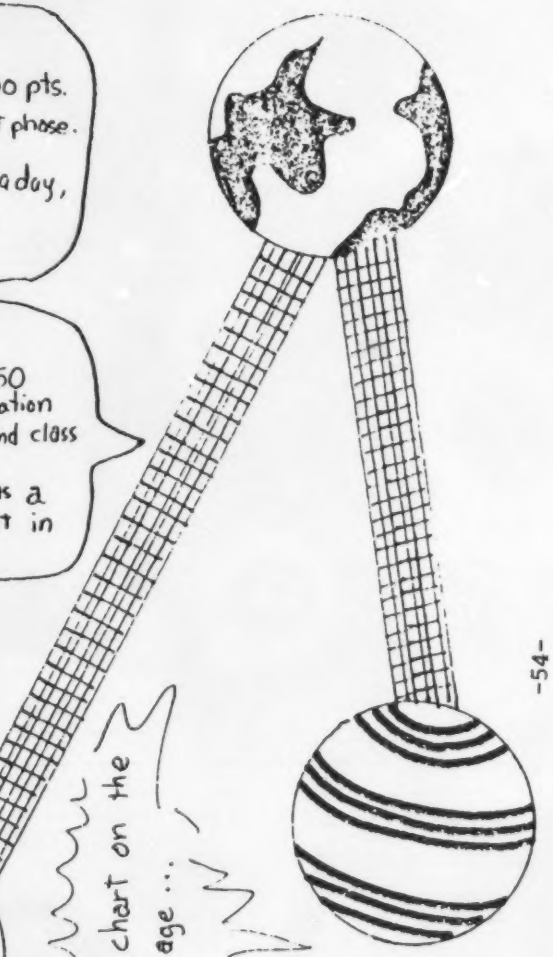
1. It will take you 1600 pts. To travel to the next phase.
2. If you earn 30 pts. a day, you can make it in 11 weeks.

Phase III

1. It will take you 600 pts to travel to the next phase.
2. If you earn 30 points a day, you can make it in 4 weeks.
3. You are on the ★ sheet.

Phase IV

1. It will take you 150 ★ points from integration to travel to the 2nd class of integration.
2. If you earn 5 ★ points a day, you can make it in 30 school days.



Discussion of chart on the following page...

Appendix B

STAR Student's Team Activity Report

Student_____ Date_____

1 Class or Activity _____						ACADEMIC WORK	Excellent	4
							Good	3
X The Behavior Rating	0 Unacceptable	1 Poor	2 Average	3 Good	4 Excellent		Average	2
							Poor	1
Comments:							None	0
Signature								
2 Class or Activity _____						ACADEMIC WORK	Excellent	4
							Good	3
X The Behavior Rating	0 Unacceptable	1 Poor	2 Average	3 Good	4 Excellent		Average	2
							Poor	1
Comments:							None	0
Signature								
3 Class or Activity _____						ACADEMIC WORK	Excellent	4
							Good	3
X The Behavior Rating	0 Unacceptable	1 Poor	2 Average	3 Good	4 Excellent		Average	2
							Poor	1
Comments:							None	0
Signature								
4 Class or Activity_____						ACADEMIC WORK	Excellent	4
							Good	3
X The Behavior Rating	0 Unacceptable	1 Poor	2 Average	3 Good	4 Excellent		Average	2
							Poor	1
Comments:							None	0
Signature								
5 Class or Activity _____						ACADEMIC WORK	Excellent	4
							Good	3
X The Behavior Rating	0 Unacceptable	1 Poor	2 Average	3 Good	4 Excellent		Average	2
							Poor	1
Comments:							None	0
Signature								
6 Class or Activity _____						ACADEMIC WORK	Excellent	4
							Good	3
X The Behavior Rating	0 Unacceptable	1 Poor	2 Average	3 Good	4 Excellent		Average	2
							Poor	1
Comments:							None	0
Signature								
7 Class or Activity _____						ACADEMIC WORK	Excellent	4
							Good	3
X The Behavior Rating	0 Unacceptable	1 Poor	2 Average	3 Good	4 Excellent		Average	2
							Poor	1
Comments:							None	0
Signature								
8 Class or Activity _____						ACADEMIC WORK	Excellent	4
							Good	3
X The Behavior Rating	0 Unacceptable	1 Poor	2 Average	3 Good	4 Excellent		Average	2
							Poor	1
Comments:							None	0
Signature								

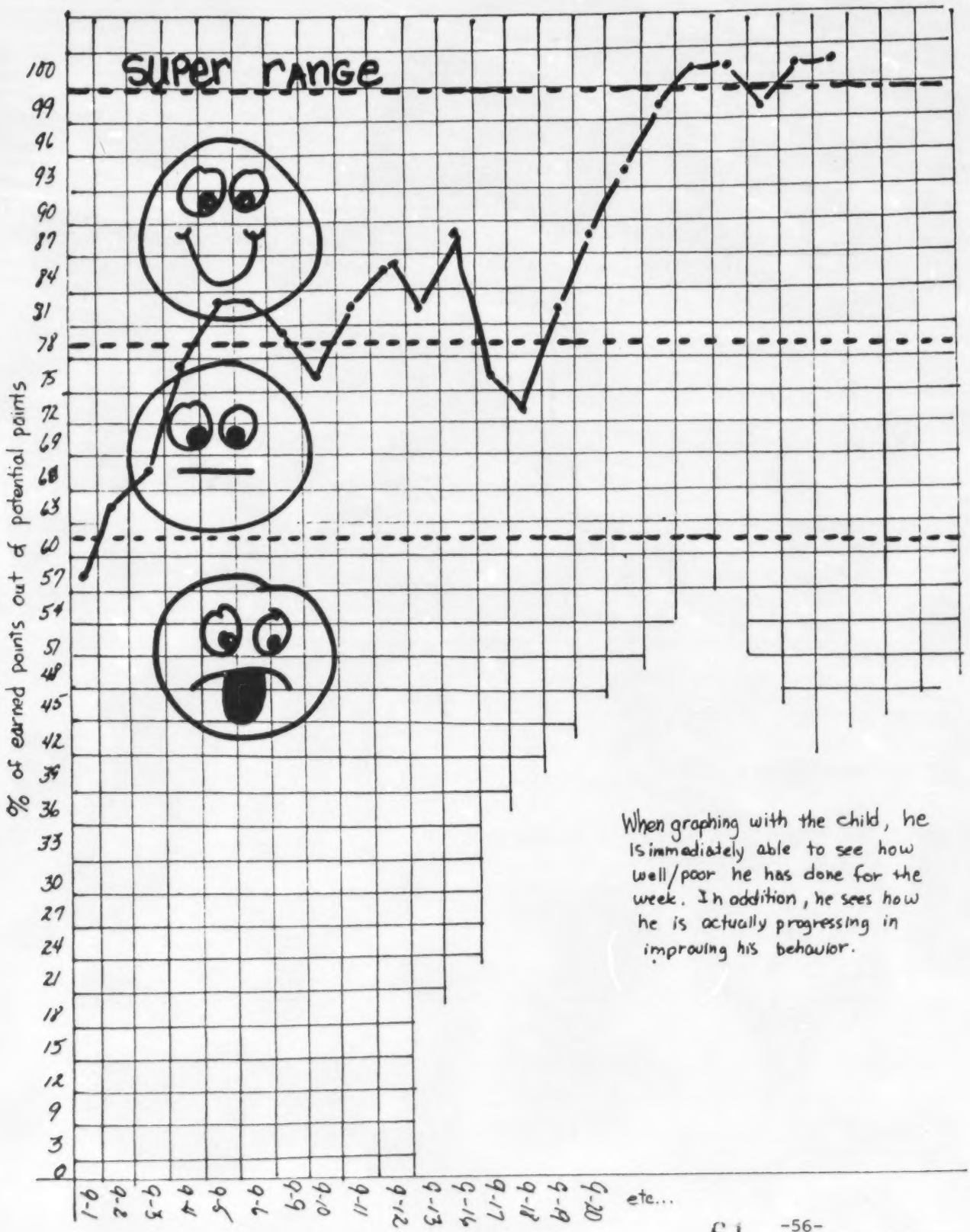
Parent Information

Signature_____

I reviewed this form today

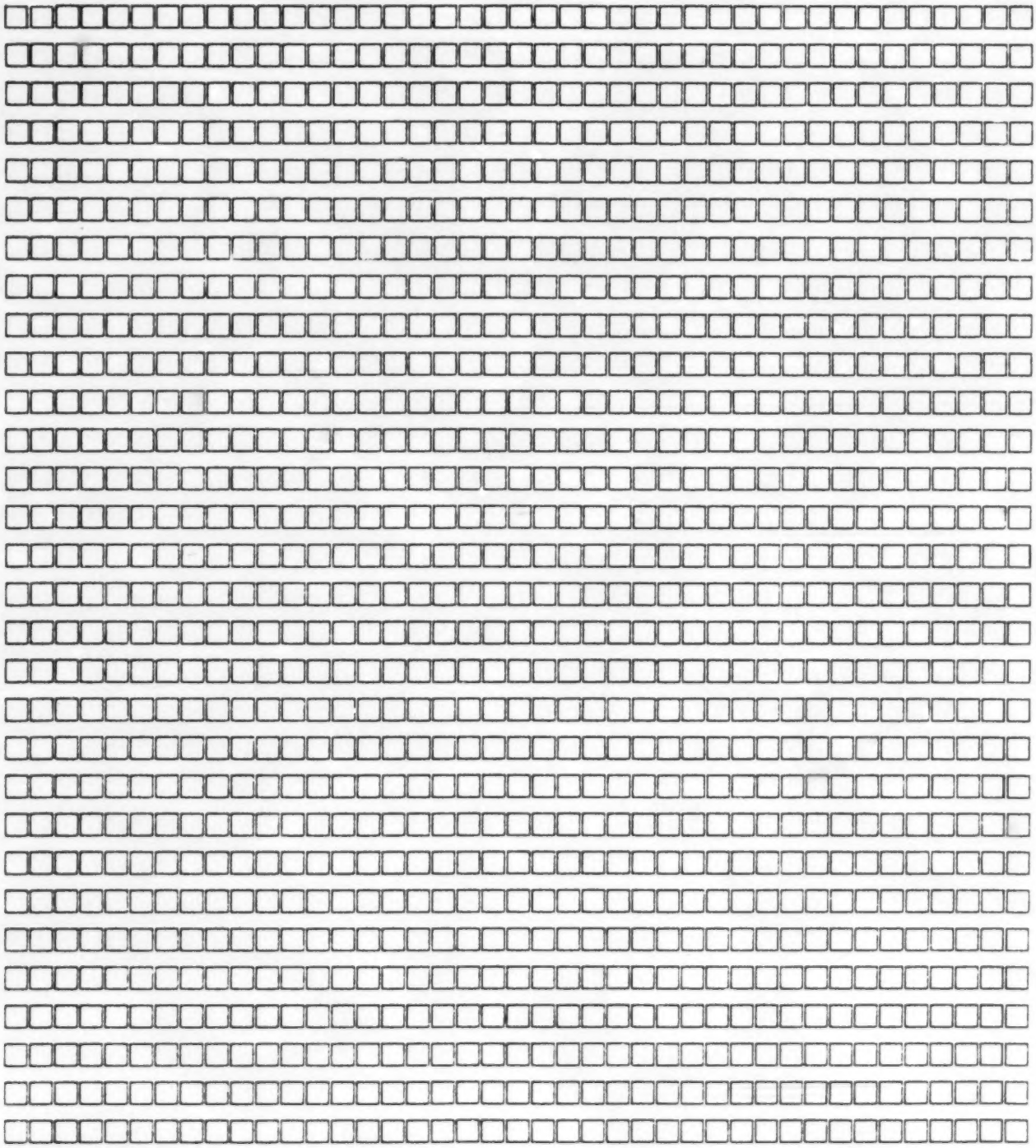
Points		
	Behavior	
	Academic	
	Bonus	
	Penalties	

Student's Graph of Earned Points



When graphing with the child, he is immediately able to see how well/poor he has done for the week. In addition, he sees how he is actually progressing in improving his behavior.

Appendix "D"



These squares may be reproduced on a xerox type machine to produce clear, clean copies for use in pasting together the class chart "runways".